

**Appendix to**  
**Recommendation For Accountability**  
**Framework**

**California Postsecondary Education Commission**



## **MEASURES ASSOCIATED WITH FIVE MOST COMMON GOALS\***

### ***Student Success / Efficiency in Student Progress***

- **Retention Rates** – Arizona, Colorado, Florida, Iowa, Kentucky, Louisiana, Massachusetts, Missouri, New Jersey, New Mexico, North Dakota, Ohio, Oklahoma, Oregon, Pennsylvania, South Dakota, Virginia, Wisconsin
- **Four And Six-Year Graduation Rates** – Arizona, Colorado, Florida, Iowa, Kentucky, Massachusetts, Minnesota, Missouri, New Jersey, New Mexico, North Dakota, Ohio, Oklahoma, Oregon, Pennsylvania, Texas, Utah, Virginia, Wisconsin
- **Retention And Graduation Rates Of Transfer Students** – Arizona, Kentucky, Ohio, Pennsylvania, Utah, Washington
- **Time To Degree (Broken Down By Program)** – Arizona, Connecticut, Iowa, Virginia, Washington
- **Immediate Employment Placement, Exam Achievement And Graduate School Admission** – Colorado, Missouri, New Mexico, North Dakota, Oregon, South Dakota, Utah
- **Degrees And Certificates Conferred** – Arkansas, Iowa, Illinois, Louisiana, Massachusetts, Minnesota, New Jersey, New Mexico, North Dakota, Ohio, Oregon, Pennsylvania, South Dakota, Washington
- **Excess Credits Upon Graduation** - Washington

### ***Efficiency In Administration***

- **Institutional And Instructional Expenditures Per FTE** – Colorado, Massachusetts, New Mexico, North Dakota, Ohio, Oklahoma, Oregon, Pennsylvania, South Dakota, Virginia, Washington
- **Administrative Costs (Staff, Equipment)**– Florida, Massachusetts, Missouri, South Dakota, Texas
- **Percent Of State Appropriations For Higher Education** –Iowa, Massachusetts, Minnesota, Missouri, New Mexico, Oklahoma, Virginia, Washington
- **Research Grants And Contracts Secured** – Arkansas, Iowa, Massachusetts, Ohio, Oregon, South Dakota
- **Space Utilization** - Virginia

### *Diversity And Access*

- **Number Of Distance Education Programs** – Arizona, Iowa, Minnesota, Pennsylvania, South Dakota, Wisconsin
- **Enrollment Trends (Including Percentage of Students Applied/Admitted/Enrolled, Retention And Graduation Rates) By Sector, Program, Academic Level, Gender, Race, Transfer, First-Time Freshmen And In/Out-Of-State Students** – Colorado, Iowa, Illinois, Louisiana, Massachusetts, Minnesota, Missouri, New Mexico, Ohio, Oklahoma, Oregon, South Dakota, Texas, Virginia, Washington
- **Proportion Of Minority Students To Minority Population Of State** – Connecticut, Iowa, Minnesota, Missouri, New Jersey, North Dakota, Ohio, Pennsylvania, Texas, Wisconsin
- **Cost Of Higher Education (and Area Cost of Living) As % Of Household Incomes** – Connecticut, Iowa, Illinois, Kentucky, Louisiana, Massachusetts, Minnesota, New Jersey, New Mexico, North Dakota, Ohio, Oklahoma, Texas, Washington
- **Part-Time Vs. Full-Time Student Ratio** – Missouri, New Jersey, North Dakota, South Dakota
- **Federal And State Financial Assistance Awarded** – Iowa, Illinois, Massachusetts, Minnesota, Missouri, New Jersey, New Mexico, Oklahoma, Oregon, Texas, Washington
- **Outreach Programs** – New Jersey, Wisconsin

### *Educational Quality*

- **Student To Faculty Ratio** – Arizona, Iowa, Missouri, North Dakota, Oregon, South Carolina, South Dakota, Texas, Virginia
- **Post-Graduate Status And Satisfaction With Education And Advising (Alumni Surveys)** – Arizona, Iowa, Kentucky, Massachusetts, Missouri, North Dakota, Ohio, Oregon, South Carolina, Wisconsin
- **Faculty Teaching Workload** – Arizona, Colorado, Florida, Iowa, Illinois, Louisiana, Pennsylvania, Texas, Utah, Virginia
- **Credentials Of Faculty** – Louisiana, South Carolina
- **Faculty Compensation** – Iowa, Illinois, Louisiana, New Mexico, Oklahoma, Oregon, South Carolina, South Dakota
- **Employee/Faculty Diversity** – Iowa, Missouri, Pennsylvania
- **Retention And Tenure Of Faculty** - Iowa

### *Public Benefit*

- **Universities Meeting Workforce Demand (Employer Surveys)** – Connecticut, Massachusetts, Minnesota, Missouri, North Dakota, Ohio, Utah, Washington
- **Research And Generation Of Revenue And Patents** – Connecticut, Iowa, Massachusetts, Minnesota, New Jersey, New Mexico, North Dakota, Oregon, South Dakota, Texas
- **University And Faculty Devotion To Public Service And Outreach Programs** – Connecticut, Florida, Iowa, Minnesota, New Mexico, Oregon, South Carolina, Virginia
- **Income Of Graduates** – Florida, Oregon, Ohio, Wisconsin
- **K-12 Collaborative Efforts** – Connecticut, Florida, Iowa, Kentucky, Massachusetts, Minnesota, New Jersey, New Mexico, North Dakota
- **Percent Of Population With A College Education** – Minnesota, New Jersey, Ohio, Oklahoma, Oregon

**\*Goals and performance measures vary in language from state to state. This is a general summary of purpose and intent of the inherent in the accountability efforts.**

Note: Only Colorado, Connecticut, and South Carolina have performance measures included in state statute. States that were examined but no specific performance measures were determined: Alabama, Arkansas, Hawaii, Kansas, Maryland, and Tennessee.

# LANGUAGE OUTLINING STATEWIDE GOALS

## *Student Success / Efficiency in Student Progress*

### COLORADO

[http://www.state.co.us/gov\\_dir/leg\\_dir/sess1999/sbills99/sb229.htm](http://www.state.co.us/gov_dir/leg_dir/sess1999/sbills99/sb229.htm)

23-13-104. Statewide expectations and goals for higher education. (1) It is the general assembly's intent in this section to clearly define the state's expectations for the statewide system of higher education by establishing the following specific statewide expectations and goals that each institution, in accordance with its role and mission, shall work toward achieving:

(a) Provision of A high quality, efficient, and expeditious undergraduate education, consistent with each institution's statutory role and mission. In achieving this goal, each institution shall demonstrate but is not limited to, the following:

(I) Delivery of a degree program in the number of credit hours specified in the course catalogue; except that the institution may make exceptions to accommodate students who are pursuing double majors and other students with special circumstances. In delivering a degree in the requisite number of credit hours To meet this goal, each institution shall, at a minimum: **(STUDENT SUCCESS AND EFFICIENCY)**

(A) Provide frequent and convenient scheduling of required and core courses; **(STUDENT SUCCESS AND EFFICIENCY)**

(B) Devise procedures to Ensure that no student's graduation is delayed due to lack of access to or availability of required and core courses; **(STUDENT SUCCESS AND EFFICIENCY)**

(C) Schedule courses to accommodate the schedules of working students; which course schedules may include but are not limited to offering courses in the evening and on weekends; and **(STUDENT SUCCESS AND EFFICIENCY)**

(D) Ensure that any student students who changes his or her change degree program loses programs lose only those credit hours that clearly and justifiably cannot apply in the degree program to which the student transfers; **(STUDENT SUCCESS AND EFFICIENCY)**

(II) Demonstration of a significant or increased emphasis on delivery of services and support to freshmen and sophomore students; **(STUDENT SUCCESS AND EFFICIENCY)**

(II) Integration of Integrate technology into the educational process in ways that demonstrably to improve the marketability of graduates in the workplace; **(STUDENT SUCCESS AND EFFICIENCY)**

(IV) Improvement in or demonstration of a high degree of Improve learning productivity. through the use of technology. **(STUDENT SUCCESS AND EFFICIENCY)**

(I) Establishment of positive trends Show improvement in student achievement, consistent with each institution's statutory role and mission, in student outcomes and levels of achievement, including but not limited to student retention, student transfers, graduation rates, and job placement or participation in further education by graduates; **(STUDENT SUCCESS AND EFFICIENCY)**

## FLORIDA

[http://www.flsenate.gov/Statutes/index.cfm?App\\_mode=Display\\_Statute&Search\\_String=&URL=Ch1000/SEC03.HTM&Title=->2004->Ch1000->Section%2003#1000.03](http://www.flsenate.gov/Statutes/index.cfm?App_mode=Display_Statute&Search_String=&URL=Ch1000/SEC03.HTM&Title=->2004->Ch1000->Section%2003#1000.03)

The priorities of Florida's K-20 education system include:

(a) *Learning and completion at all levels, including increased high school graduation rate and readiness for postsecondary education without remediation.*--All students demonstrate increased learning and completion at all levels, graduate from high school, and are prepared to enter postsecondary education without remediation. **(STUDENT SUCCESS AND EFFICIENCY)**

(b) *Student performance.*--Students demonstrate that they meet the expected academic standards consistently at all levels of their education. **(STUDENT SUCCESS AND EFFICIENCY)**

## LOUISIANA

<http://216.239.63.104/search?q=cache:qix3vWDG4wsJ:www.regents.state.la.us/PubRel/Sunset%25202002/sunsetfinal.ppt+Louisiana+Regents+17.3134&hl=en>

Increase Opportunities for Student Access and Success **(STUDENT SUCCESS AND EFFICIENCY)**

## MASSACHUSETTS

<http://www.mass.gov/legis/laws/mgl/15a-7a.htm>

Chapter 15A: Section 7A Board of higher education; performance measurement system

Section 7A. (a) In order to promote accountability for effective management and stewardship of public funds and to achieve and demonstrate measurable educational outcomes, the institutions shall certify achievement of public higher education accountability objectives through a performance measurement system. The board of higher education, in this section called the board, in consultation with the institutions, shall develop the system, including specific performance measures, with which to evaluate the institutions and with which to compare them with peer institutions with similar missions in other states. The board may conduct regional public hearings on the measures proposed to be incorporated into the system.

(b) The board, in consultation with the presidents of the state and community colleges, shall identify peer institutions for the state and community colleges. The higher education accountability objectives shall include, but not be limited to, the following: (1) making public higher education more affordable; (2) improving student access and academic achievement **(STUDENT SUCCESS AND EFFICIENCY)**; (3) recruiting qualified students; (4) responding to specific needs of the workplace, as defined by business and labor; (5) providing policy research addressing the needs of the commonwealth and local communities; (6) ensuring cost-effective use of resources at each institution and across all institutions, and manage campuses as efficiently as possible; (7) promoting collaboration among the campuses and with the private sector; (8) supporting kindergarten to grade 12 education programs; and (9) maximizing fundraising from private sources.

## MINNESOTA

<http://www.revisor.leg.state.mn.us/stats/135A/053.html>

135A.053 State higher education policy.

Subdivision 1. Statewide objectives. Minnesota's higher education investment is made in pursuit of the following objectives:

(1) to ensure quality - to provide a level of excellence that is competitive on a national and international level, through high quality teaching, scholarship, and learning in a broad range of arts and sciences, technical education, and professional fields; (2) to foster student success - to enable and encourage students to choose institutions and programs that are best suited for their talents and abilities, and to provide an educational climate that supports students in pursuing their goals and aspirations (**STUDENT SUCCESS AND EFFICIENCY**); (3) to promote democratic values - to enhance Minnesota's quality of life by developing understanding and appreciation of a free and diverse society; (4) to maintain access - to provide an opportunity for all Minnesotans, regardless of personal circumstances, to participate in higher education; and (5) to enhance the economy - to assist the state in being competitive in the world market, and to prepare a highly skilled and adaptable workforce that meets Minnesota's opportunities and needs.

## NEW MEXICO

[http://www.state.nm.us/thec/2004web/division\\_pages/ppr\\_pages/pdfs/State%20Master%20Plans/N-Mexico\\_SP\\_99-09.pdf](http://www.state.nm.us/thec/2004web/division_pages/ppr_pages/pdfs/State%20Master%20Plans/N-Mexico_SP_99-09.pdf)

21-1-26.7. Annual accountability report.

A. The commission on higher education shall submit an annual accountability report to the governor and to the legislature by December 31. Prior to publication, the commission on higher education shall distribute a draft of the accountability report to all public, post-secondary institutions and shall allow comment upon the draft report.

B. The commission on higher education in consultation with the public post-secondary educational institution shall develop and adopt the content and a format for the report, including the following information:

(1) student progress and success; (**STUDENT SUCCESS AND EFFICIENCY**)

(2) student access and diversity;

(3) affordability and cost of educational services; and

(4) public and community service by the institutions.

C. The commission on higher education shall make no funding recommendation, capital outlay recommendation, distribution or certification on behalf of any public, post-secondary institution that has not submitted the information required pursuant to this section.

## OREGON

Be It Enacted by the People of the State of Oregon:

SECTION 1. { + The State Board of Higher Education shall:

(1) Continue development of accountability and performance measures with indicators in broad goal areas, including but not limited to:

(a) Enhancing existing quality;

(b) Expanding access;

(c) Maintaining reasonable cost-effectiveness; and

(d) Ensuring employability.



(2) Continue development of a proficiency-based admission standards system that aligns with school reform requirements for kindergarten through grade 12 under ORS chapter 329 in order to improve student performance and better articulate expectations of student learning among the educational sectors.

(3) Continue experimentation with and implementation of various accelerated baccalaureate degree models at state institutions of higher education in applicable programs. The models may include but need not be limited to early entry and post-secondary options and models that are jointly developed with the State Board of Education. **(STUDENT SUCCESS AND EFFICIENCY)**

(4) Continue development of strategies to provide the broadest possible access to educational services for both on-campus and off-campus learners by using technology as well as traditional options.

(5) Continue to work with businesses, industries and agencies to offer increased opportunities for students to participate in internships, practica and service learning experiences. The board shall continue to explore faculty internship opportunities with businesses, industries and agencies.

(6) Continue to work with the State Board of Education to develop policies and procedures that ensure maximum transfer of academic credits between community colleges and state institutions of higher education. **(STUDENT SUCCESS AND EFFICIENCY)**

## SOUTH CAROLINA

<http://kudzu.ipr.sc.edu/effectiveness/accountability/performance/legal.htm>

SECTION 4. The 1976 Code is amended by adding:

"Section 59-103-30. (A) The General Assembly has determined that the critical success factors, in priority order, for academic quality in the several institutions of higher learning in this State are as follows:

(1) Mission Focus; (2) Quality of Faculty; (3) Classroom Quality; (4) Institutional Cooperation and Collaboration; (5) Administrative Efficiency; (6) Entrance Requirements; (7) Graduates' Achievements **(STUDENT SUCCESS AND EFFICIENCY)**; (8) User-friendliness of the Institution; (9) Research Funding.

## *Efficiency in Administration*

## COLORADO

[http://www.state.co.us/gov\\_dir/leg\\_dir/sess1999/sbills99/sb229.htm](http://www.state.co.us/gov_dir/leg_dir/sess1999/sbills99/sb229.htm)

(d) Use of Technology integration to lower the institution's capital and administrative costs and improve the quality and delivery of education and provide effective stewardship of existing assets, recognizing that all technology changes may not result in lower costs in the academic arena. In achieving To meet this goal, each institution shall: demonstrate, but is not limited to, achievement of the following: **(EFFICIENCY IN ADMINISTRATION)**

(I) Integration of Integrate technology into the educational process in ways that to reduce the institution's cost per unit of education; **(EFFICIENCY IN ADMINISTRATION)**

(e) Provision of services with a high level of Increased operational productivity and effectiveness in providing services to students. In achieving To meet this goal, each institution shall: demonstrate, but is not limited to, the following: **(EFFICIENCY IN ADMINISTRATION)**

(II) Provision of Provide instruction, student services, and administrative services using an efficient and productive delivery system; (EFFICIENCY IN ADMINISTRATION)

## KANSAS

<http://www.kslegislature.org/cgi-bin/statutes/index.cgi>

74-3201a. Kansas higher education coordination act; citation and purpose. (a) This act shall be known and may be cited as the Kansas higher education coordination act. (b) The purpose of this act is to provide for the general improvement of postsecondary education in the state of Kansas and to provide leadership, supervision and coordination for postsecondary educational institutions so that enhanced accessibility, quality, excellence, accountability, research and service may be achieved in the postsecondary educational system for Kansas residents through the efficient and effective utilization and concentration of all available resources and the elimination of costly and undesirable duplication in program and course offerings, faculties and physical facilities at postsecondary educational institutions. (EFFICIENCY IN ADMINISTRATION)

## LOUISIANA

Ensure Quality and Accountability (EFFICIENCY IN ADMINISTRATION)

## MASSACHUSETTS

Chapter 15A: Section 7A Board of higher education; performance measurement system

(b) The board, in consultation with the presidents of the state and community colleges, shall identify peer institutions for the state and community colleges. The higher education accountability objectives shall include, but not be limited to, the following: (1) making public higher education more affordable; (2) improving student access and academic achievement; (3) recruiting qualified students; (4) responding to specific needs of the workplace, as defined by business and labor; (5) providing policy research addressing the needs of the commonwealth and local communities; (6) ensuring cost-effective use of resources at each institution and across all institutions, and manage campuses as efficiently as possible (EFFICIENCY IN ADMINISTRATION); (7) promoting collaboration among the campuses and with the private sector (EFFICIENCY IN ADMINISTRATION); (8) supporting kindergarten to grade 12 education programs; and (9) maximizing fundraising from private sources (EFFICIENCY IN ADMINISTRATION).

## NEW MEXICO

21-1-26.7. Annual accountability report.

A. The commission on higher education shall submit an annual accountability report to the governor and to the legislature by December 31. Prior to publication, the commission on higher education shall distribute a draft of the accountability report to all public, post-secondary institutions and shall allow comment upon the draft report.

B. The commission on higher education in consultation with the public post-secondary educational institution shall develop and adopt the content and a format for the report, including the following information:

- (1) student progress and success;
- (2) student access and diversity;
- (3) affordability and cost of educational services (EFFICIENCY IN ADMINISTRATION); and
- (4) public and community service by the institutions.

C. The commission on higher education shall make no funding recommendation, capital outlay recommendation, distribution or certification on behalf of any public, post-secondary institution that has not submitted the information required pursuant to this section.

## OHIO

[http://www.legislature.state.oh.us/bills.cfm?ID=125\\_HB\\_511](http://www.legislature.state.oh.us/bills.cfm?ID=125_HB_511)

Sec. 3333.04. (A) As used in this section, "state-assisted institution of higher education" or "institution" means an institution of higher education as defined in section 3345.12 of the Revised Code.

(B) The Ohio board of regents shall adopt rules it determines necessary to achieve the following goals:

- (1) Conserve public resources through elimination of duplicative practices (**EFFICIENCY IN ADMINISTRATION**);
  - (2) Practice conservation of administration and resources (**EFFICIENCY IN ADMINISTRATION**);
  - (3) Authorize the acquisition and construction of only those buildings, grounds, and infrastructure necessary for the education of students and for appropriate research (**EFFICIENCY IN ADMINISTRATION**);
  - (4) Produce an efficient and affordable system of state colleges and universities (**EFFICIENCY IN ADMINISTRATION**);
  - (5) Increase and decrease the number of students graduating with certain degrees in order to meet the needs of the employment market in the state;
  - (6) Coordinate, modify as needed, and approve all state college and university appropriation requests. Authority to submit such appropriation requests to the general assembly and the office of budget and management shall rest solely with the board of regents.
- (C) To accomplish the goals set forth in division (B)

## OREGON

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- (d) Ensuring employability.

(2) Continue development of a proficiency-based admission standards system that aligns with school reform requirements for kindergarten through grade 12 under ORS chapter 329 in order to improve student performance and better articulate expectations of student learning among the educational sectors.

(3) Continue experimentation with and implementation of various accelerated baccalaureate degree models at state institutions of higher education in applicable programs. The models may include but need not be limited to early entry and post-secondary options and models that are jointly developed with the State Board of Education.

(4) Continue development of strategies to provide the broadest possible access to educational services for both on-campus and off-campus learners by using technology as well as traditional options.

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## *Access and Diversity*

## COLORADO

(III) Improvement in or demonstration of a high degree of Improve student access and continuing education through increased use of distance learning; technologies; (**ACCESS AND DIVERSITY**)

## CONNECTICUT

(1) Enhance student learning and promote academic excellence; (2) join with elementary and secondary schools to improve teaching and learning at all levels; (3) ensure access to and affordability of higher education; (**ACCESS AND DIVERSITY**) (4) promote the economic development of the state to help business and industry sustain strong economic growth; (5) respond to the needs and problems of society; and (6) ensure the efficient use of resources. The council shall develop an implementation plan for use of the accountability measures.

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## LOUISIANA

Increase Opportunities for Student Access and Success (**ACCESS AND DIVERSITY**)

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(6) Coordinate, modify as needed, and approve all state college and university appropriation requests.

Authority to submit such appropriation requests to the general assembly and the office of budget and management shall rest solely with the board of regents.

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(4) Continue development of strategies to provide the broadest possible access to educational services for both on-campus and off-campus learners by using technology as well as traditional options. (**ACCESS AND DIVERSITY**)

(5) Continue to work with businesses, industries and agencies to offer increased opportunities for students to participate in internships, practica and service learning experiences. The board shall continue to explore faculty internship opportunities with businesses, industries and agencies.

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## ***Educational Quality***

### **COLORADO**

(III) Continual enhancement and improvement or demonstration of Progress to improve and attain high student achievement levels of student learning outcomes through curriculum review, development of new programs, solicitation and consideration of employer and student input and faculty evaluations, and increased availability of small classes and clinical learning experiences; (**EDUCATIONAL QUALITY**)

(IV) Implementation of an a student advising system that is responsive to the needs of students, including, includes, at a minimum: assignment of each student to a faculty or staff member, or both, to whom that student can go for advice concerning both course study and scheduling of courses That institutions create and maintain an advising record for each student; that institutions must offer freshman and transfer student orientation programs; that advisors must provide information about potential employment opportunities relevant to degree choices or provide direction as to where such information may be accessed. In addition, institutions shall assign each student to a faculty or staff member, or both, from whom that student may seek advice concerning course study, scheduling, potential employment opportunities relevant to degree choices, and information about instructional policies, procedures, and requirements. (**EDUCATIONAL QUALITY**)

(V) Recognition Attain and reward of high quality or improved faculty instruction and student learning by, at a minimum: (**EDUCATIONAL QUALITY**)

(A) Ensuring that the faculty members in each department or college spend, in the aggregate, a specified, appropriate percentage of time teaching and, if such faculty member's workload includes advising students, an appropriate percentage of time advising students; (**EDUCATIONAL QUALITY**)

(B) Basing a high proportion of each faculty member's rating and evaluation on the amount of time the faculty member spends teaching and, if applicable, advising and the quality of the instruction provided; and (**EDUCATIONAL QUALITY**)

(C) Developing a system of instructional supervision and evaluation to ensure quality of instruction; (**EDUCATIONAL QUALITY**)

(VI) Implementation of local or on-campus Implementing programs for faculty and staff development, including but not limited to training in: (**EDUCATIONAL QUALITY**)

(A) Advising and counseling skills; and (**EDUCATIONAL QUALITY**)

(B) Teaching skills and methods. (**EDUCATIONAL QUALITY**)

(I) Provision to Provide students of with information concerning potential employment opportunities for each major and degree prior to the time that as freshmen and before students are required to declare a major; (**EDUCATIONAL QUALITY**)

(II) Preparation of Prepare graduates who possess the basic abilities and skills necessary in a variety of careers, integrating classroom and real world experiences for students; (EDUCATIONAL QUALITY)

(III) Integration of real world experiences into the educational process and facilitation of school-to-work opportunities; (EDUCATIONAL QUALITY)

(IV) Provision of Provide opportunities for cooperative education and internships; (EDUCATIONAL QUALITY)

## CONNECTICUT

Enhance student learning and promote academic excellence; (EDUCATIONAL QUALITY) (2) join with elementary and secondary schools to improve teaching and learning at all levels; (3) ensure access to and affordability of higher education; (4) promote the economic development of the state to help business and industry sustain strong economic growth; (5) respond to the needs and problems of society; and (6) ensure the efficient use of resources. The council shall develop an implementation plan for use of the accountability measures (EDUCATIONAL QUALITY).

## FLORIDA

(c) Alignment of standards and resources.--Academic standards for every level of the K-20 education system are aligned, and education financial resources are aligned with student performance expectations at each level of the K-20 education system. (EDUCATIONAL QUALITY)

(d) Educational leadership.--The quality of educational leadership at all levels of K-20 education is improved. (EDUCATIONAL QUALITY)

## KANSAS

74-3201a. Kansas higher education coordination act; citation and purpose. (a) This act shall be known and may be cited as the Kansas higher education coordination act. (b) The purpose of this act is to provide for the general improvement of postsecondary education in the state of Kansas and to provide leadership, supervision and coordination for postsecondary educational institutions so that enhanced accessibility, quality, excellence, accountability, (EDUCATIONAL QUALITY) research and service may be achieved in the postsecondary educational system for Kansas residents through the efficient and effective utilization and concentration of all available resources and the elimination of costly and undesirable duplication in program and course offerings, faculties and physical facilities at postsecondary educational institutions.

## LOUISIANA

Ensure Quality and Accountability (EDUCATIONAL QUALITY)

## MASSACHUSETTS

Chapter 15A: Section 7A Board of higher education; performance measurement system



(b) The board, in consultation with the presidents of the state and community colleges, shall identify peer institutions for the state and community colleges. The higher education accountability objectives shall include, but not be limited to, the following: (1) making public higher education more affordable; (2) improving student access and academic achievement; (3) recruiting qualified students (**EDUCATIONAL QUALITY**); (4) responding to specific needs of the workplace, as defined by business and labor; (5) providing policy research addressing the needs of the commonwealth and local communities; (6) ensuring cost-effective use of resources at each institution and across all institutions, and manage campuses as efficiently as possible; (7) promoting collaboration among the campuses and with the private sector; (8) supporting kindergarten to grade 12 education programs; and (9) maximizing fundraising from private sources.

## MINNESOTA

### 135A.053 State higher education policy.

Subdivision 1. Statewide objectives. Minnesota's higher education investment is made in pursuit of the following objectives:

(1) to ensure quality - to provide a level of excellence that is competitive on a national and international level, through high quality teaching, scholarship, and learning in a broad range of arts and sciences, technical education, and professional fields (**EDUCATIONAL QUALITY**); (2) to foster student success - to enable and encourage students to choose institutions and programs that are best suited for their talents and abilities, and to provide an educational climate that supports students in pursuing their goals and aspirations; (3) to promote democratic values - to enhance Minnesota's quality of life by developing understanding and appreciation of a free and diverse society; (4) to maintain access - to provide an opportunity for all Minnesotans, regardless of personal circumstances, to participate in higher education; and (5) to enhance the economy - to assist the state in being competitive in the world market, and to prepare a highly skilled and adaptable workforce that meets Minnesota's opportunities and needs.

## OREGON

Be It Enacted by the People of the State of Oregon:

SECTION 1. { + The State Board of Higher Education shall:

(1) Continue development of accountability and performance measures with indicators in broad goal areas, including but not limited to:

- (a) Enhancing existing quality (**EDUCATIONAL QUALITY**);
- (b) Expanding access;
- (c) Maintaining reasonable cost-effectiveness; and
- (d) Ensuring employability.

(2) Continue development of a proficiency-based admission standards system that aligns with school reform requirements for kindergarten through grade 12 under ORS chapter 329 in order to improve student performance and better articulate expectations of student learning among the educational sectors (**EDUCATIONAL QUALITY**).

(3) Continue experimentation with and implementation of various accelerated baccalaureate degree models at state institutions of higher education in applicable programs. The models may include but need not be limited to early entry and post-secondary options and models that are jointly developed with the State Board of Education.

(4) Continue development of strategies to provide the broadest possible access to educational services for both on-campus and off-campus learners by using technology as well as traditional options.

(5) Continue to work with businesses, industries and agencies to offer increased opportunities for students to participate in internships, practica and service learning experiences. The board shall continue to explore faculty internship opportunities with businesses, industries and agencies.

(6) Continue to work with the State Board of Education to develop policies and procedures that ensure maximum transfer of academic credits between community colleges and state institutions of higher education.

## SOUTH CAROLINA

SECTION 4. The 1976 Code is amended by adding:

"Section 59-103-30. (A) The General Assembly has determined that the critical success factors, in priority order, for academic quality in the several institutions of higher learning in this State are as follows:

(1) Mission Focus; (2) Quality of Faculty (**EDUCATIONAL QUALITY**); (3) Classroom Quality (**EDUCATIONAL QUALITY**); (4) Institutional Cooperation and Collaboration; (5) Administrative Efficiency; (6) Entrance Requirements; (7) Graduates' Achievements (**EDUCATIONAL QUALITY**); (8) User-friendliness of the Institution; (9) Research Funding.

## Public Benefit

### COLORADO

(b) Provision of Assistance to elementary and secondary education in achieving systemic reform and creation of appropriate linkages between elementary and secondary education and higher education. In achieving To meet this goal, each institution shall demonstrate, but is not limited to consistent with its role and mission, the following: (**PUBLIC BENEFIT**)

(I) Implementation of efforts to align Alignment of higher education admission requirements with the achievement levels adopted for students in elementary and secondary education, including, at a minimum, precise articulation and effective communication of the skills and abilities that a freshman student must have to be successful at the institution; (**PUBLIC BENEFIT**)

(II) Enhancement and Improvement of or demonstration of success in the enrollment, retention, and graduation of economically disadvantaged students and students from traditionally underrepresented groups by, at a minimum, implementing precollegiate experiences and pre-college programs cooperatively designed by elementary and secondary and higher education institutions to increase the coordinated with an effort to retain and graduate an increasing number of economically disadvantaged students and students from traditionally underrepresented groups who are qualified to enter postsecondary education; (**PUBLIC BENEFIT**)

(III) Combination of efforts Cooperation with secondary schools to enable students to complete programs of postsecondary education quickly and efficiently and to encourage and allow twelfth grade students to take postsecondary courses; and (**PUBLIC BENEFIT**)

(IV) Implementation of standards based on the standards developed in elementary and secondary education as they relate to the requirements for admission to institutions; (**PUBLIC BENEFIT**)

(V) Improvement of or demonstration of successful existing elementary and secondary educator preparation and professional development through in-service and preservice programs, including but not limited to programs for preparation of and professional development for principals; and Successful preparation and professional development programs for educators and principals. (**PUBLIC BENEFIT**)

(VI) Implementation of faculty-to-faculty exchanges and conferences, involving secondary and postsecondary faculty members, to assist in articulating and communicating student requirements and in nurturing cooperation between the elementary and secondary and higher education systems. (**PUBLIC BENEFIT**)

(c) Provision of Work force preparation and training programs. In achieving To achieve this goal, each institution shall, demonstrate, but is not limited to, the following at a minimum: (PUBLIC BENEFIT)

(V) Cooperation Cooperate with employers to assess their level of satisfaction with the preparation of graduates; and (PUBLIC BENEFIT)

(VI) Responsiveness to Colorado businesses through development of Develop work force training programs and research needed for economic development with Colorado businesses. (PUBLIC BENEFIT)

(III) Direction of Direct state- and tuition-funded academic research in large measure to toward projects that will have a direct beneficial impact on Colorado, including benefiting the state benefit Colorado's economy, civilization, elementary and secondary education system student learning, and environment. (PUBLIC BENEFIT)

## CONNECTICUT

Enhance student learning and promote academic excellence; (2) join with elementary and secondary schools to improve teaching and learning at all levels; (PUBLIC BENEFIT) (3) ensure access to and affordability of higher education; (4) promote the economic development of the state to help business and industry sustain strong economic growth; (PUBLIC BENEFIT) (5) respond to the needs and problems of society; (PUBLIC BENEFIT) and (6) ensure the efficient use of resources. The council shall develop an implementation plan for use of the accountability measures.

## FLORIDA

(e) Workforce education.--Workforce education is appropriately aligned with the skills required by the new global economy. (PUBLIC BENEFIT)

(f) Parental, student, family, educational institution, and community involvement.--Parents, students, families, educational institutions, and communities are collaborative partners in education, and each plays an important role in the success of individual students. Therefore, the State of Florida cannot be the guarantor of each individual student's success. The goals of Florida's K-20 education system are not guarantees that each individual student will succeed or that each individual school will perform at the level indicated in the goals. (PUBLIC BENEFIT)

## KANSAS

74-3201a. Kansas higher education coordination act; citation and purpose. (a) This act shall be known and may be cited as the Kansas higher education coordination act. (b) The purpose of this act is to provide for the general improvement of postsecondary education in the state of Kansas and to provide leadership, supervision and coordination for postsecondary educational institutions so that enhanced accessibility, quality, excellence, accountability, research and service (PUBLIC BENEFIT) may be achieved in the postsecondary educational system for Kansas residents through the efficient and effective utilization and concentration of all available resources and the elimination of costly and undesirable duplication in program and course offerings, faculties and physical facilities at postsecondary educational institutions.

## LOUISIANA

Enhance Services To Community and State (PUBLIC BENEFIT)

## MASSACHUSETTS

Chapter 15A: Section 7A Board of higher education; performance measurement system

(b) The board, in consultation with the presidents of the state and community colleges, shall identify peer institutions for the state and community colleges. The higher education accountability objectives shall include, but not be limited to, the following: (1) making public higher education more affordable; (2) improving student access and academic achievement; (3) recruiting qualified students; (4) responding to specific needs of the workplace, as defined by business and labor (PUBLIC BENEFIT); (5) providing policy research addressing the needs of the commonwealth and local communities (PUBLIC BENEFIT); (6) ensuring cost-effective use of resources at each institution and across all institutions, and manage campuses as efficiently as possible; (7) promoting collaboration among the campuses and with the private sector (PUBLIC BENEFIT); (8) supporting kindergarten to grade 12 education programs; and (9) maximizing fundraising from private sources (PUBLIC BENEFIT).

## MINNESOTA

135A.053 State higher education policy.

Subdivision 1. Statewide objectives. Minnesota's higher education investment is made in pursuit of the following objectives:

(1) to ensure quality - to provide a level of excellence that is competitive on a national and international level, through high quality teaching, scholarship, and learning in a broad range of arts and sciences, technical education, and professional fields; (2) to foster student success - to enable and encourage students to choose institutions and programs that are best suited for their talents and abilities, and to provide an educational climate that supports students in pursuing their goals and aspirations; (3) to promote democratic values - to enhance Minnesota's quality of life by developing understanding and appreciation of a free and diverse society (PUBLIC BENEFIT); (4) to maintain access - to provide an opportunity for all Minnesotans, regardless of personal circumstances, to participate in higher education; and (5) to enhance the economy - to assist the state in being competitive in the world market, and to prepare a highly skilled and adaptable workforce that meets Minnesota's opportunities and needs (PUBLIC BENEFIT).

## NEW MEXICO

21-1-26.7. Annual accountability report.

A. The commission on higher education shall submit an annual accountability report to the governor and to the legislature by December 31. Prior to publication, the commission on higher education shall distribute a draft of the accountability report to all public, post-secondary institutions and shall allow comment upon the draft report.

B. The commission on higher education in consultation with the public post-secondary educational institution shall develop and adopt the content and a format for the report, including the following information:

- (1) student progress and success;
- (2) student access and diversity;
- (3) affordability and cost of educational services; and
- (4) public and community service by the institutions (PUBLIC BENEFIT).

C. The commission on higher education shall make no funding recommendation, capital outlay recommendation, distribution or certification on behalf of any public, post-secondary institution that has not submitted the information required pursuant to this section.

## OHIO

Sec. 3333.04. (A) As used in this section, "state-assisted institution of higher education" or "institution" means an institution of higher education as defined in section 3345.12 of the Revised Code.

(B) The Ohio board of regents shall adopt rules it determines necessary to achieve the following goals:

- (1) Conserve public resources through elimination of duplicative practices;
- (2) Practice conservation of administration and resources;
- (3) Authorize the acquisition and construction of only those buildings, grounds, and infrastructure necessary for the education of students and for appropriate research;
- (4) Produce an efficient and affordable system of state colleges and universities;
- (5) Increase and decrease the number of students graduating with certain degrees in order to meet the needs of the employment market in the state **(PUBLIC BENEFIT)**;

(6) Coordinate, modify as needed, and approve all state college and university appropriation requests. Authority to submit such appropriation requests to the general assembly and the office of budget and management shall rest solely with the board of regents.

(C) To accomplish the goals set forth in division (B)

## OREGON

Be It Enacted by the People of the State of Oregon:

SECTION 1. { + The State Board of Higher Education shall:

(1) Continue development of accountability and performance measures with indicators in broad goal areas, including but not limited to:

- (a) Enhancing existing quality;
- (b) Expanding access;
- (c) Maintaining reasonable cost-effectiveness; and
- (d) Ensuring employability **(PUBLIC BENEFIT)**

(2) Continue development of a proficiency-based admission standards system that aligns with school reform requirements for kindergarten through grade 12 under ORS chapter 329 in order to improve student performance and better articulate expectations of student learning among the educational sectors.

(3) Continue experimentation with and implementation of various accelerated baccalaureate degree models at state institutions of higher education in applicable programs. The models may include but need not be limited to early entry and post-secondary options and models that are jointly developed with the State Board of Education.

(4) Continue development of strategies to provide the broadest possible access to educational services for both on-campus and off-campus learners by using technology as well as traditional options.

(5) Continue to work with businesses, industries and agencies to offer increased opportunities for students to participate in internships, practica and service learning experiences. The board shall continue to explore faculty internship opportunities with businesses, industries and agencies. **(PUBLIC BENEFIT)**

(6) Continue to work with the State Board of Education to develop policies and procedures that ensure maximum transfer of academic credits between community colleges and state institutions of higher education.

## SOUTH CAROLINA

SECTION 4. The 1976 Code is amended by adding:

"Section 59-103-30. (A) The General Assembly has determined that the critical success factors, in priority order, for academic quality in the several institutions of higher learning in this State are as follows:

(1) Mission Focus; (2) Quality of Faculty; (3) Classroom Quality; (4) Institutional Cooperation and Collaboration (**PUBLIC BENEFIT**); (5) Administrative Efficiency; (6) Entrance Requirements; (7) Graduates' Achievements; (8) User-friendliness of the Institution; (9) Research Funding (**PUBLIC BENEFIT**).

# LANGUAGE SPECIFYING INDICATORS TO BE USED

## COLORADO

23-13-105. Quality indicator system - development - implementation - reports. (1) (a) The commission and the governing boards shall develop a quality indicator system to measure the overall performance of the statewide system of higher education and each governing board's and each institution's performance in achieving the statewide expectations and goals as set forth in section 23-13-104. At a minimum, the quality indicator system shall measure achievement in the following areas:

(I) Institutional performance in achieving the goals for improved faculty and administrative efficiency and productivity and student performance (**ADMINISTRATIVE EFFICIENCY, STUDENT SUCCESS AND EFFICIENCY**);

(II) Student satisfaction and success, including access to services at all levels and the affordability of the institution (**STUDENT SUCCESS AND EFFICIENCY, ACCESS**);

(III) Employer satisfaction (**PUBLIC BENEFIT**); and

(IV) The level of performance of the statewide system of higher education and progress toward meeting the statewide goals and expectations (**PUBLIC BENEFIT**); and

(V) Institutional performance in achieving increased productivity and effectiveness in providing services to students (**ADMINISTRATIVE EFFICIENCY**).

## CONNECTICUT

(a) of this section, the council shall consider graduation rates, student retention rates (**STUDENT SUCCESS AND EFFICIENCY**), tuition and fees, student financial need and available aid, trends in enrollment and the percentage of incoming students who are state residents (**ACCESS**), strategic plans pursuant to section 10a-11, data on graduates by academic program (**STUDENT SUCCESS AND EFFICIENCY**), faculty productivity (**EDUCATIONAL QUALITY**), and any other factor that it deems relevant. In considering faculty productivity measures, the council shall consult with the committee established under section 10a-3.

## FLORIDA - No indicators in Statute

[http://www.flsenate.gov/Statutes/index.cfm?App\\_mode=Display\\_Statute&Search\\_String=&URL=Ch1008/SEC32.HTM&Title=->2004->Ch1008->Section%2032#1008.32](http://www.flsenate.gov/Statutes/index.cfm?App_mode=Display_Statute&Search_String=&URL=Ch1008/SEC32.HTM&Title=->2004->Ch1008->Section%2032#1008.32)

(1) In order to ensure compliance with law or state board rule, the State Board of Education shall have the authority to request and receive information, data, and reports from school districts and public postsecondary educational institutions. District school superintendents and public postsecondary educational institution presidents are responsible for the accuracy of the information and data reported to the state board.

## KANSAS – No indicators in Statute

<http://www.kslegislature.org/cgi-bin/statutes/index.cgi>

(b) The commission for higher education coordination shall:

(1) Conduct continuous review and evaluation of the comprehensive plan for coordination of higher education and make recommendations as deemed necessary and appropriate for amendment, revision or modification of the plan;

(2) review existing and proposed educational programs, courses of instruction, and program and course locations and make recommendations to the state board with respect to the coordination of such programs, courses and locations;

(3) collect and analyze data and maintain a uniform postsecondary education data base;

### *SOUTH CAROLINA*

<http://kudzu.ipr.sc.edu/effectiveness/accountability/performance/legal.htm>

*(B) The General Assembly has determined that whether or not an institution embodies these critical success factors can be measured by the following performance indicators as reflected under the critical success factors below:*

*(1) Mission Focus (EFFICIENCY IN ADMINISTRATION)*

- (a) expenditure of funds to achieve institutional mission;*
- (b) curricula offered to achieve mission;*
- (c) approval of a mission statement;*
- (d) adoption of a strategic plan to support the mission statement;*
- (e) attainment of goals of the strategic plan.*

*(2) Quality of Faculty (EDUCATIONAL QUALITY)*

- (a) academic and other credentials of professors and instructors;*
- (b) performance review system for faculty to include student and peer evaluations;*
- (c) post-tenure review for tenured faculty;*
- (d) compensation of faculty;*
- (e) availability of faculty to students outside the classroom;*
- (f) community and public service activities of faculty for which no extra compensation is paid.*

*(3) Instructional Quality (EDUCATIONAL QUALITY)*

- (a) class sizes and student/teacher ratios;*
- (b) number of credit hours taught by faculty;*
- (c) ratio of full-time faculty as compared to other full-time employees;*
- (d) accreditation of degree-granting programs;*
- (e) institutional emphasis on quality teacher education and reform.*

*(4) Institutional Cooperation and Collaboration (EFFICIENCY IN ADMINISTRATION, PUBLIC BENEFIT)*

- (a) sharing and use of technology, programs, equipment, supplies, and source matter experts within the institution, with other institutions, and with the business community;*
- (b) cooperation and collaboration with private industry.*

*(5) Administrative Efficiency (EFFICIENCY IN ADMINISTRATION)*



- (a) *percentage of administrative costs as compared to academic costs;*
- (b) *use of best management practices;*
- (c) *elimination of unjustified duplication of and waste in administrative and academic programs;*
- (d) *amount of general overhead costs.*
- (6) *Entrance Requirements (DIVERSITY/ACCESS)*
  - (a) *SAT and ACT scores of student body;*
  - (b) *high school class standing, grade point averages, and activities of student body;*
  - (c) *post-secondary nonacademic achievements of student body;*
  - (d) *priority on enrolling in-state residents.*
- (7) *Graduates' Achievements (STUDENT SUCCESS AND EFFICIENCY, EDUCATIONAL QUALITY)*
  - (a) *graduation rate;*
  - (b) *employment rate for graduates;*
  - (c) *employer feedback on graduates who were employed or not employed;*
  - (d) *scores of graduates on post-undergraduate professional, graduate, or employment-related examinations and certification tests;*
  - (e) *number of graduates who continued their education;*
  - (f) *credit hours earned of graduates.*
- (8) *User-Friendliness of Institution (EFFICIENCY IN ADMINISTRATION)*
  - (a) *transferability of credits to and from the institution;*
  - (b) *continuing education programs for graduates and others;*
  - (c) *accessibility to the institution of all citizens of the State.*
- (9) *Research Funding (PUBLIC BENEFIT)*
  - (a) *financial support for reform in teacher education;*
  - (b) *amount of public and private sector grants.*

*(C) The commission, when using the critical success factors for the purpose of funding recommendations for institutions of higher learning, is required to use objective, measurable criteria.*

*(D) Critical success factors developed and used for the purpose of funding recommendations shall be those which are directly related to the missions of the particular type of institution as outlined in Section 59-103-15(B) and not those factors which are not relevant to the success factors of the particular type of institution."*

# LANGUAGE OUTLINING GOALS, INDICATORS, AND/OR OTHER RESPONSIBILITIES TO BE DETERMINED BY BOARD OR AGENCY

## *ARKANSAS*

<http://www.arkleg.state.ar.us/NXT/gateway.dll?f=templates&fn=default.htm&vid=blr:code>

6-61-127 Arkansas Higher Education Performance Reporting System

(a) The Department of Higher Education, in consultation with the institutions of higher education, shall develop an Arkansas Higher Education Performance Reporting System. The Legislative Council shall have final approval of the form and content of the performance reports to be provided to the General Assembly, the various interim committees, and the public after considering the recommendations of the House Education Committee and Senate Education Committee.

(b) To the extent possible, the Arkansas Higher Education Performance Reporting System will utilize information from the North Central Association assessment outcomes measures which are required for reaffirmation of accreditation, federal Integrated Postsecondary Education Data System report data, and data collected annually through the department's Statewide Student Information System.

(c) In developing the Arkansas Higher Education Performance Reporting System, the department will review and analyze higher education performance reporting systems used in other states so as to incorporate the best aspects of those plans.

(d) The Arkansas Higher Education Performance Reporting System will provide the General Assembly and the public with quantitative, objective information which will reveal institutional weaknesses and strengths. Performance-based reports shall be provided annually to the House Education Committee and Senate Education Committee and to the Legislative Council.

(e) To the extent possible, and taking into account the differences in institutional missions, the Arkansas Higher Education Performance Reporting System will contain uniform accountability elements which reveal trends, strengths, and weaknesses and assist policy makers, prospective students, and their parents in comparing institutions and judging the extent to which they are effectively and efficiently accomplishing their missions.

## *KENTUCKY*

[http://www.wku.edu/sacs/SACS%20Final/chapter3/3\\_2\\_2\\_KRS%20164.0203%20CPE%20Strategic%20agenda%20&%20review.pdf](http://www.wku.edu/sacs/SACS%20Final/chapter3/3_2_2_KRS%20164.0203%20CPE%20Strategic%20agenda%20&%20review.pdf)

### **164.0203 Strategic agenda -- Strategic implementation plan -- Benchmarks -- Review of goals and plan.**

(1) The Council on Postsecondary Education shall adopt a strategic agenda that identifies specific short-term objectives in furtherance of the long-term goals established in KRS 164.003(2).

(2) (a) The purpose of the strategic agenda is to further the public purposes under KRS 164.003 by creating high-quality, relevant, postsecondary education and adult education opportunities in the Commonwealth. The strategic agenda shall:

1. Serve as the public agenda for postsecondary education and adult education for the citizens of the Commonwealth, providing statewide priorities and a vision for long-term economic growth;
2. State those important issues and aspirations of the Commonwealth's students, employers, and workforce reflecting high expectations for their performance and the performance of the educational institutions and providers that serve them; and

3. Sustain a long-term commitment for constant improvement, while valuing market-driven responsiveness, accountability to the public, technology-based strategies, and incentive-based motivation.

(b) The council shall develop a strategic implementation plan, which may be periodically revised, to achieve the strategic agenda. The strategic agenda shall serve as a guide for institutional plans and missions.

(3) The framework for the strategic implementation plan of the strategic agenda shall include the following elements:

- (a) A mission statement;
- (b) Goals;
- (c) Principles;
- (d) Strategies and objectives;
- (e) Benchmarks; and
- (f) Incentives to achieve desired results.

## MARYLAND

[http://mlis.state.md.us/cgi-win/web\\_statutes.exe](http://mlis.state.md.us/cgi-win/web_statutes.exe)

§ 11-304.

(a) (1) The president of each public institution shall prepare a performance accountability plan.

(2) The president shall submit the plan to the institution's governing board.

(3) *The president shall update the accountability plan as appropriate and upon the direction of the governing board.*

(b) (1) The governing board:

(i) Shall review the accountability plan;

(ii) May amend and shall adopt or disapprove the plan; and

(iii) Shall submit the plan to the Commission.

(2) In the case of the constituent institutions of the University System of Maryland, the Chancellor of the University System of Maryland shall review the plan prior to its consideration by the Board of Regents and make recommendations.

(c) (1) The governing board shall submit the performance accountability plan of the institution to the Commission for review and comment.

(2) The Commission may disapprove the accountability plan and require the governing board to reconsider the plan if the Commission finds:

(i) The plan does not conform to the format or guideline established by the Commission;

(ii) The measurement techniques embodied in the plan are invalid or unreliable; or

(iii) The plan is not reasonably related to the institution's mission statement.

## MINNESOTA

<http://www.revisor.leg.state.mn.us/stats/135A/033.html>

135A.033 Performance funding.

The governing boards of the University of Minnesota and the Minnesota State Colleges and Universities, in conjunction with their respective campuses, shall each specify performance categories and indicators relating to section 135A.053, subdivision 1, to be used for policy and appropriations decisions, as well as allocations for rewarding campuses that achieve performance levels and assisting campuses that are unable to achieve these levels. Because the mission of each system and type of campus varies, categories and indicators shall vary accordingly.

## MISSOURI

<http://www.moga.state.mo.us/statutes/C100-199/1730000005.HTM>

8) The coordinating board shall collect the necessary information and develop comparable data for all institutions of higher education in the state. The coordinating board shall use this information to delineate the areas of competence of each of these institutions and for any other purposes deemed appropriate by the coordinating board;

(9) Compliance with requests from the coordinating board for institutional information and the other powers, duties and responsibilities, herein assigned to the coordinating board, shall be a prerequisite to the receipt of any funds for which the coordinating board is responsible for administering; and

(10) If any institution of higher education in this state, public or private, willfully fails or refuses to follow any lawful guideline, policy or procedure established or prescribed by the coordinating board, or knowingly deviates from any such guideline, or knowingly acts without coordinating board approval where such approval is required, or willfully fails to comply with any other lawful order of the coordinating board, the coordinating board may, after a public hearing, withhold or direct to be withheld from that institution any funds the disbursement of which is subject to the control of the coordinating board, or may remove the approval of the institution as an "approved institution" within the meaning of section 173.205, but nothing in this section shall prevent any institution of higher education in this state from presenting additional budget requests or from explaining or further clarifying its budget requests to the governor or the general assembly.

## NEW JERSEY

<http://www.state.nj.us/highereducation/statresp.htm>

Statutory Responsibilities of the Commission for Higher Education (include):  
Develop form and content of annual institutional accountability reports (18A:3B-35)

## NORTH DAKOTA

<http://www.state.nd.us/lr/assembly/57-2001/bill-text/BAHG0100.pdf>

SECTION 2. AMENDMENT. Section 15-10-14.2 of the 1999 Supplement to the North Dakota Century Code is amended and reenacted as follows:

15-10-14.2. Higher education system review - Plan - Report to legislative council strategic plan - Reports.

1. In 2002, and every six years thereafter, the state board of higher education shall report to the legislative council and the governor on the status of the adopt a strategic planning process and develop a strategic plan to define and prioritize university system, including the long-term goals and objectives that will best serve the citizens of this state, including recommendations known as higher education roundtable recommendations accepted by the legislative council in 2000. The board shall provide an annual performance and accountability report regarding performance and progress toward the goals outlined in the university system's strategic plan and accountability measures.

## SOUTH CAROLINA

<http://kudzu.ipr.sc.edu/effectiveness/accountability/performance/legal.htm>

"Section 59-103-45. In addition to the powers, duties, and functions of the Commission on Higher Education as provided by law, the commission, notwithstanding any other provision of law to the contrary, shall have the following additional duties and functions with regard to the various public institutions of higher education:

(4)(a) develop standards for determining how well an institution has met or achieved the performance indicators for quality academic success as enumerated in Section 59-103-30, and develop mechanisms for measuring the standards of achievement of particular institutions. These standards and measurement mechanisms shall be developed in consultation and cooperation with, at a minimum but not limited to, the Council of Presidents of State Institutions, the chairmen of the governing boards of the various institutions and the business community;

(b) base the higher education funding formula in part on the achievement of the standards set for these performance indicators including base-line funding for institutions meeting the standards of achievement, incentive funding for institutions exceeding the standards of achievement, and reductions in funding for institutions which do not meet the standards of achievement, provided that each institution under the formula until July 1, 1999, must receive at least its fiscal year 1996-1997 formula amount.

## UTAH

<http://www.le.state.ut.us/~code/TITLE53B/htm/53B06002.htm>

53B-6-101. Additional responsibilities of the board -- Studies and evaluations -- Master plan for higher education -- Productivity -- Institutional student assessment -- Biennial accountability report to the Legislature.

(2) The board shall establish and maintain an up-to-date master plan which shall include:

- (a) providing for statewide planning of public higher education in terms of aims, purposes, and objectives of the system as a whole;
- (b) establishing and defining the role and programs of each institution within the system;
- (c) establishing criteria for and determination of the future needs and requirements for new programs and new institutions and the elimination, curtailment, or consolidation of existing programs and facilities;
- (e) establishing criteria for and determination of the operating and capital budgetary needs of each institution and the system as a whole;
- (f) recommending the methods and sources of future financial support of the higher education system;

(3) (a) The board may do all things necessary for the effective implementation of the statewide master plan as adopted and revised by the board from time to time.

(b) The board shall require each college and university in the system to establish multiple measures of institutional and student assessment in order to improve student instruction, academic programs, and learning opportunities.

(c) The board shall submit a biennial accountability report to the Legislature, which shall include such factors as:

- (i) space utilization, faculty productivity, and other similar measures of the management of institutional resources at each institution; and
- (ii) student assessment at entry to each institution, at critical midway points, and at exit.

(d) The board shall establish a systemwide committee to address assessment and accountability issues and propose essential elements to be included in the biennial report.

## VIRGINIA

<http://leg1.state.va.us/cgi-bin/legp504.exe?042+bud+21-165>

The State Council of Higher Education for Virginia (SCHEV), with direction from the Secretary of Education, shall develop, in consultation with the public colleges and universities, a Report of Institutional Effectiveness. The Department of Planning and Budget shall use the Reports of Institutional Effectiveness for its own data needs to minimize the duplication of information on performance measures required of colleges and universities. The State Council of Higher Education for Virginia shall publish the reports biennially, and make the reports available on its web site.

## WASHINGTON

<http://www.leg.wa.gov/RCW/index.cfm?fuseaction=section&section=28B.76.280>

RCW 28B.76.280

Data collection and research -- Research advisory group -- Privacy protection.

(1) In consultation with the institutions of higher education and state education agencies, the board shall identify the data needed to carry out its responsibilities for policy analysis, accountability, program improvements, and public information. The primary goals of the board's data collection and research are to describe how students and other beneficiaries of higher education are being served; to support higher education accountability; and to assist state policymakers and institutions in making policy decisions.

(2) The board shall convene a research advisory group and shall collaborate with the group to identify the most cost-effective manner for the board to collect data or access existing data. The board shall work with the advisory group to develop research priorities, policies, and common definitions to maximize the reliability and consistency of data across institutions. The advisory group shall include representatives of public and independent higher education institutions and other state agencies, including the state board for community and technical colleges, the office of the superintendent of public instruction, the office of financial management, the employment security department, the work force training and education coordinating board, and other agencies as appropriate.

(3) Specific protocols shall be developed by the board and the advisory group to protect the privacy of individual student records while ensuring the availability of student data for legitimate research purposes. [2004 c 275 § 12.]

## WEST VIRGINIA

[http://www.hr.wvu.edu/forms/WVsc18BDec\\_2002.doc](http://www.hr.wvu.edu/forms/WVsc18BDec_2002.doc)

§18B-1-1b. Implementation of findings, directives, goals and objectives.

The governing boards shall develop a plan for implementation of the legislative findings, directives, goals and objectives set forth in section one-a of this article, including benchmarks to ensure accountability in achieving said findings, directives, goals and objectives, in consultation with the secretary of education and the arts, the president of the state board of education, the president of the West Virginia association of private colleges, the president of the joint commission for vocational-technical-occupational education and the president of the West Virginia economic development council. A written report of the plan required by this section, including the plans required of the state institutions of higher education pursuant to section

one-c of this article and any resource allocation exceptions granted thereunder, shall be submitted to the governor and the legislative oversight commission on education accountability by the first day of December, one thousand nine hundred ninety-five, and thereafter. Progress toward achieving said goals and objectives shall be reported in the higher education report card required pursuant to section eight-a of this article. The secretary shall conduct an ongoing review of the plans submitted by the governing boards and the strategic plans submitted by the institutions and shall annually report to the Legislature his or her opinion as to the progress of the governing boards and institutions in accomplishing the goals and objectives set forth in the plan. The secretary shall also report to the Legislature any plans which do not, in the opinion of the secretary, set appropriate goals and objectives and any institutions which are not in compliance with their plan.